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ABSTRACT

The Social Studies Missouri Assessment Program (MAP) was designed to be administered in three sessions, two of which use items specifically developed for Missouri with input from Missouri teachers and one of which uses selected portions of the nationally normed Terra Nova Test, developed by CTB/McGraw-Hill. Anchor papers for constructed-response items were selected from Missouri student item responses by CTB/McGraw-Hill staff with input from a group of Missouri teachers. The anchor papers represent typical responses earning the different points possible as established by the scoring guides. This booklet consists of an introduction; suggestions for teachers to help students do well on the social studies MAP; six released items--four selected-response (i.e., multiple choice) and two constructed-response--from the social studies MAP test given in the spring of 2000 to Missouri's eighth grade students; a scoring key for the selected-response items (which consist of individual questions, each of which is followed by four response options, one of which is the correct answer, or key); and scoring guides and anchor papers for the two constructed-response items (which require students to develop brief, appropriate responses to the questions asked). (BT)

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ED 457 089

RELEASED ITEMS

Missouri Assessment Program (MAP)
Intermediate Social Studies
Spring 2000
Grade 8

Document Contents:

Introduction
Tips for Teachers

From Test Booklet
Session 1-Items 13 and 14
Session 2-Items 15, 16, 17, and 18

Key for Selected-Response Items

Scoring Guides for Constructed-Response Items
Session 1-Item 14
Session 2-Item 18

SO 032 959

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Missouri Department of Elementary and Secondary Education

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Introduction

This publication consists of the following:

- This introduction, followed by "Tips for Teachers"
- Six released items— 4 selected-response (i.e., multiple choice), 2 constructed-response— from the Social Studies MAP test given in the spring of 2000 to Missouri's 8th grade students
- A scoring key for the selected-response items
- Scoring guides and anchor papers for the two constructed-response items.

The Social Studies MAP was designed to be administered in three sessions, two of which use items specifically developed for Missouri with input from Missouri teachers and one of which uses selected portions of the nationally normed Terra Nova test, developed by CTB/McGraw-Hill.

Anchor papers for constructed-response items were selected from Missouri student item responses by CTB/McGraw-Hill staff with input from a group of Missouri teachers. The anchor papers represent typical responses earning the different points possible as established by the scoring guides. Evaluators were trained to evaluate student work using the scoring guides and anchor papers to determine appropriate student scores on the test. Annotations shown in boxes with each anchor paper explain the reason for assigning the indicated scores on the anchor papers.

The **selected-response items** consist of individual questions, each of which is followed by four response options, one of which is the key, i.e., the correct answer.

The **constructed-response items** require students to develop brief, appropriate responses to the questions asked. The students were not graded on grammar or rhetoric in their answers, although many social studies teachers wisely choose to emphasize clear, effective communication in all work that their students produce.

In order to help students be successful in their performance of the Social Studies MAP, we recommend that districts use *Content Specifications for Statewide Assessment: Social Studies, Grades 4, 8, & 11*, which is available on the DESE web site (http://www.dese.state.mo.us/divinstr/curriculum/socialstudies/benchmarks/index.pdf), to identify what content is fair game for assessment. We also recommend that they use "Tips for Teachers," which appears on the next two pages, to find constructive suggestions on how to help prepare students for success on the MAP in social studies.

HELPING YOUR STUDENTS DO WELL ON THE SOCIAL STUDIES MAP: TIPS FOR TEACHERS*

Curricular and Instructional Planning

⇒ Address benchmarks from *Content Specifications for Statewide Assessment by Standard: Social Studies, Grades 4, 8, & 11* in your district's K-12 social studies curriculum.
⇒ Use Missouri's Show-Me Knowledge and Process Standards in unit and lesson plans.
⇒ Plan activities that have students interpret and analyze stimulus materials: primary sources, varieties of maps, photographs, illustrations, timelines, charts, and tables.
⇒ At appropriate times (or according to some fixed schedule, such as three terms per week during the year students will be tested on the MAP), review as concepts those vocabulary terms germane to the students' grade level from *Content Specifications for Statewide Assessment by Standard* ... (see pp. 21-25).
⇒ Teach students how to read and make graphic organizers.
⇒ Design tests that use assessment modules similar to those found in the Social Studies MAP. (Such modules include stimulus materials accompanied by multiple-choice and constructed-response items which challenge students to use Missouri's Show-Me Process Standards.)
⇒ Develop scoring guides to use in grading students' answers, and share the scoring guides with your students.
⇒ Give your students practice in scoring items, and have them develop their own scoring guides in order to learn how to answer test questions well.
⇒ Model how to respond to questions, and show examples of good responses.
⇒ Give students lots of practice in writing to communicate their ideas.

Test-Taking Knowledge and Skills: What to Teach

⇒ Read questions carefully and follow directions.
⇒ Read questions three times: first for a quick survey, second to detect what was requested and given, and third after answering the question to make sure the answer is complete and on target.
⇒ Pay attention to keywords by underlining or highlighting them.
⇒ Separate steps in questions and attend to them.
⇒ Learn the vocabulary of the Social Studies MAP. (Important social studies terms for the MAP may be found in the glossary of *Content Specifications for Statewide Assessment by Standard: Social Studies, Grades 4, 8, & 11.*)
⇒ Learn the vocabulary of testing, which includes action verbs, such as like "list," "explain," "describe," "compare," and "contrast."
⇒ Analyze and use stimulus materials upon which some test questions are based.
⇒ Answer questions directly, with concise, relevant answers.
⇒ Critique one's own answers to questions, making certain to communicate clearly.
⇒ Don't be vague. Readers should not have to guess or infer what one is saying.

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* These tips were developed by Missouri social studies teachers who participated in rescoring grade 4, 8, and 11 field test items of the Social Studies MAP in January 1999.

⇒ Use complete sentences and paragraphs, even though the Social Studies MAP does not score responses on the basis of language arts criteria.

⇒ Make certain all pronoun antecedents are obvious, or use nouns instead of pronouns.

⇒ Present specific examples when asked to do so, and say "for example" when introducing them.

⇒ Whenever questions call for more than one example or explanation, make certain each response is distinctly different from all the others.

⇒ Whenever questions ask students to list a certain number of points in their answers, number each point and begin each on a separate line.

⇒ Whenever questions ask for a comparison between two items, make certain to discuss *both* items. (For example, if asked to compare democracy with another political system, to present details only about democracies is an insufficient response.)

⇒ Make certain that the responses to questions are legible.

⇒ Be sure to answer all questions.

GRADE 8

FROM TEST BOOKLET

Session 1-Items 13 and 14

Session 2-Items 15, 16, 17, and 18

Directions

These newspaper headlines could have been seen during the American Revolutionary period. Read the headlines. Use the headlines and your own knowledge to do Numbers 13 and 14.

1

2

3

4

13 Which of these headlines below might have been published between the times Headline 2 and Headline 4 were written?

A. Stamp Act Is Passed by Parliament

B. Bill of Rights Added to Constitution

C. Tea Party in Boston Harbor a Success

D. Washington's Troops Spend Winter at Valley Forge

14 **The Loyalists and the Patriots had opposing viewpoints on most issues during the Revolutionary period. What would each of their positions on Headline 1 have been? Explain why.**

Loyalists: _____

_____

_____

Patriots: _____

_____

_____

8

Directions

Read the information below about ancient Egyptian pyramids. Use the information and your own knowledge to do Numbers 15 through 18.

The pyramids of ancient Egypt were built as royal tombs. Egyptian laborers helped build these massive monuments during the annual flood season, when, from about July through October, the Nile River overflowed its banks, depositing the rich silt that made the Nile Valley fertile. During this period, the land could not be worked, so many people were available to help with pyramid construction. In all, over 60 pyramids were built between 2630 and 1640 B.C.

15 **Which of these explanations best describes why the Egyptians built the pyramids?**

A. to house government officials in impressive style

B. to observe the stars from the tops of the pyramids

C. to serve as places where pharaohs could live eternally

D. to encourage tourism and add wealth to the local economy

16 **The harvest season along the Nile River would most likely occur during...**

A. late spring

B. early winter

C. late summer

D. early autumn

17 **The Nile River flows in which general direction?**

E. from east to west

F. from west to east

G. from south to north

H. from north to south

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18 **Explain how the geography of ancient Egypt limited influence from other cultures.**

_____

_____

_____

_____

_____

10

KEY FOR SELECTED-RESPONSE ITEMS

Item from Session 1

13. D

Items from Session 2

15. C
16. A
17. G

11

GRADE 8

Scoring Guides and Anchor Papers

Session 1-Item 14

Session 2-Item 18

Session: *1*

Item No: *14*

Page: *8*

Content Standard(s): *2A (U.S. History), 6*

Process Standard(s): *3.6, 4.1*

Stem:
The Loyalists and the Patriots had opposing viewpoints on most issues during the Revolutionary period. What would each of their positions on Headline 1 have been? Explain why.

Description of a top score-point response:

The student presents the opposing viewpoints of both the Loyalists and Patriots for Headline 1 and explains their viewpoints.

Example of a top score-point response:

- The Loyalists would support the colonists paying the taxes, because they were British citizens and should pay taxes to England.
- Patriots would oppose paying the taxes because they had no representation in Parliament.

Other acceptable responses may include:

Loyalists
Position:
- Loyalist would support taxes to be paid by colonists.

Explanation:
- Colonists benefited from English government (protection, French & Indian War) and, therefore, should pay their fair share.

Patriots
Position:
- Patriots would oppose colonists paying taxes.

Explanation:
- Colonists shouldn't pay taxes to support a remote British government.
- Colonists take care of themselves.

14 The Loyalists and the Patriots had opposing viewpoints on most issues during the Revolutionary period. What would each of their positions on Headline 2 have been? Explain why.

Loyalists: We should. they're our government. they sent us over here and helped us along didn't they?

Patriots: I don't think so! why should we pay taxes when they're thousands of miles away

ID# 149426
Grade 8
Session 1
Item 14
Score point: 2
Correct positions for both and valid explanations

14 The Loyalists and the Patriots had opposing viewpoints on most issues during the Revolutionary period. What would each of their positions on Headline 2 have been? Explain why.

Loyalists: would pay the taxes

Patriots: would protest against the tax

ID# 235690
Grade 8
Session 1
Item 14
Score point: 1
Correct position for both but no valid explanation for either

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14 The Loyalists and the Patriots had opposing viewpoints on most issues during the Revolutionary period. What would each of their positions on Headline 2 have been? Explain why.

Loyalists: So they dont have to pay taxes

Patriots: We dont need no taxe

ID# 153448
Grade 8
Session 1
Item 14
Score point: 0
Correct position for one group and no explanations given
Patriots – no taxes

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Session: *2*

Item No: *18*

Page: *9*

Content Standard(s): *5*

Process Standard(s): *1.10*

Stem:

Explain how the geography of ancient Egypt limited influence from other cultures.

Description of a top score-point response:

The student explains how Egypt's geography limited influence from other cultures.

Example of a top score-point response:

Egypt was bordered on two sides by deserts, which were difficult for visitors to cross.

Other acceptable response may include:

- The Mediterranean Sea on the northern coast was difficult to cross regularly at the time (or there were few harbors), so Egypt experienced only limited contact with people overseas.

Scoring Guide:

2 points	Complete response: one of the above explanations
1 point	Minimal response: incomplete explanation ("Egypt was a desert.")
0 point	Other

16

18 **Explain how the geography of ancient Egypt limited influence from other cultures.**

Egpt as a lot of deserts so it made it hard for travel

ID# 148141
Grade 8
Session 2
Item 18
Score point: 2
Two key elements
-Wrote down what geography limited influence and how

18 **Explain how the geography of ancient Egypt limited influence from other**

It is a desert

ID# [illegible]7018
Grade 8
Session 2
Item 18
Score point: 1
Minimal response: incomplete explanation

18 **Explain how the geography of ancient Egypt limited influence from other**

When or after Egypt made the pyramids for the flood other cultures made items almost like pyramids to protect them from the flood waters

ID# 219021
Grade 8
Session 2
Item 18
Score point: 0
Incorrect response. Fails to explain how the geography of Egypt limited influence from other cultures